

LATIN NOTES

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SUMMER SESSION STUDENTS AT THE AMERICAN ACADEMY IN ROME, 1929

VERGIL IN ROME

The program of the eighth Summer Session in Rome, July 7-August 16, 1930, will have as its subject *Virgil and Rome*. One week of the six will be given to Pompeii and the Virgil country, the usual Roman sites will be visited, and those who wish it will be accompanied to Mantua, Verona, and Venice after the close of the session. The enrollment is now in progress. Further details may be had from the Director, Professor Grant Showerman, 410 North Butler Street, Madison, Wisconsin.

"But whatever her political, intellectual, or ecclesiastical part in the affairs of the future, Rome will never lose her importance in the history of civilization. In the domain of the spirit she will indeed be the Eternal City. So long as the civilization of Italy, Europe, and the Western world shall endure, she will continue to be the one point on the surface of the earth where the Aryan may best pause to contemplate the ages of experience through which his race has passed, and best

meditate upon the frailty of human nature, the mutability of fortune, the woeful pageants of 'this wide and universal theater,' the remoteness and yet the nearness of antiquity, the continuity of history, and the Divine purpose in the affairs of men."

Quoted from a pamphlet entitled "The Eternal City," by GRANT SHOWERMAN. Published in the University of Wisconsin Studies in Language and Literature, Number 3.

IS TRANSFER AUTOMATIC?

Outstanding among the recommendations in the Report of the Classical Investigation are those dealing with the improvement of the pupils' English by means of Latin. In every phase of the subject, the Report recommends that the teacher devote a definite amount of class time to making a conscious connection between the identical Latin and English elements. A few excellent teachers have challenged these recommendations, on the ground that, in spite of the statistics given in the Report, such connections between English and Latin are made automatically, even by pupils of average ability, if the Latin itself is taught thoroughly; and that conscious connection is a waste of time.

Not long ago the instructor of a course in the teaching of Latin in a large Eastern university unexpectedly asked the members of the class (all college graduates) to explain, in the light of the Latin involved, the meaning of several English words derived from Latin. The results were illuminating. We may quote a few examples:

afferent—From *ab*, "from," and *fero*, "bring" or "bear." The word means "carrying away."

capillary—From *caput*, "head."

equation—From *equus*.

infant—From *in*, "into," and *fo*, "come." To come into a new existence.

infirm—From *in*, "against," and *firmus*, "strong."

voracious—From *vox* in the sense of "mouth," and *ravus*, "hungry," "ravenous."

Practically none of the members of the class had a working knowledge of such matters as the assimilation of prefixes, vowel weakening in compounds, etc.; and few of them, for example, could recognize *suicide* as from *caedo*, *cohesion* as from *haereo*, or *surplus* as containing the prefix *super*.

In the case of these persons, then, prospective and actual Latin teachers, with sound preparation in college Latin, the connection between Latin and English in these words is not made automatically. What can be expected of high school students?

A similar informal experiment, dealing with possible transfer in the matter of English spelling, conducted a few years ago at a meeting of high school and college teachers of the classics in a middle-western state, produced like results. Although the teachers were admonished to make use of their knowledge of Latin in the spelling of the English words dictated to them, such spellings as *anniversary*, *exorbitant*, *consensus*, *accommodation*, *prespiration*, and *innoculate* were common; and only one teacher present made a perfect score.

Most of the teachers who object to class work in derivation and spelling oppose also, and for the same reason, the recommendation in the Investigation Report that class time be devoted to Roman history and legends. But do Latin students automatically acquire a knowledge of the facts of Roman history without some class work on them? Have Latin teachers themselves a command of these facts, after years of Latin study? A third informal testing of Latin teachers, conducted in the same Eastern university in which the derivative study was made, revealed that in the case of those teachers, at least, the study of Latin had not automatically conferred a familiarity with Roman history and legend. Of the fourteen members of the class tested, six did not know the story of Horatius at the bridge, nine that of Daedalus and Icarus, six that of Tarpeia, six that of Cincinnatus, thirteen that of Coriolanus, twelve that of the Horatii and the Curiatii, twelve that of the Fabii, nine that of Regulus, eleven that of Cloelia; and none knew the story of Fabricius and Pyrrhus! Eight could not interpret the expression, "a Pyrrhic victory," and

seven did not recognize the phrase, "a Fabian policy." Not one of the fourteen references included in the inquiry was known to all the members of the class—in fact, the stories of Tarpeia, of Horatius at the bridge, and of Cincinnatus, which are the best known of all, were familiar to only eight in the class.

To be sure, these informal inquiries were not scientific tests, and were not given to large enough groups to make them authoritative. They are, however, significant. It has been well established that the study of Latin can help our students to a better knowledge of the meaning and spelling of English words, and can enrich their knowledge of ancient history and tradition. But if even Latin teachers have not been able to any great extent to acquire these possible benefits of Latin study automatically, we cannot expect high school students to be successful in doing so. If, then, such benefits are worth while, it would seem that they must be consciously sought.

—Contributed

OUTLINE OF A COURSE FOR THE TRAINING OF LATIN TEACHERS

- I. Why Study Latin? The educational ends of the study summarized under the terms "Immediate and Ultimate Objectives."
- II. The Latin Course or Courses
 1. What should be the dominating thought in selecting content?
 2. What have been the striking defects in the past?
 3. What content has been recommended in the Classical Investigation Report?
 4. A study of certain courses which embody striking changes in content.
 5. A review of the subject matter selected with a view to adding to the students' knowledge of the material. This will mean a study of forms, syntax, vocabulary (with emphasis upon word study) and the historical-cultural background. For the latter, at least one fine book should be read in connection with each of the following topics:
 - 1) Roman History
 - 2) Roman Private Life
 - 3) The City of Rome
 - 4) Religion and Mythology
 - 5) Inheritance from the Roman World
- III. Methods of Teaching
 1. In general
 2. For special topics, such as:
 - a) Forms
 - b) Syntax
 - c) Vocabulary (including word-study)
 - d) Translation
 - e) Historical-Cultural Background (including its connection with the world of today)
- IV. A Study of Newer Textbooks
- V. Desirable Equipment for the Latin Department—books, maps, pictures, slides, notebooks, etc.
- VI. Qualifications of the Successful Teacher
- VII. Miscellaneous Matters: Such, for example, as ways of keeping in contact with movements in the Latin field as well as with the educational world in general.

SOURCES OF HELP

The classroom lectures and discussions; available books and pamphlets; research in the files of the Latin

Department; observation of certain high school classes; past experience.

NOTE—Teachers of long experience will confer early with the instructor as to the selection of a special topic to be worked out during the course with the view of meeting personal needs and also of contributing something worth while to the cause of Latin instruction in secondary schools. From all others the instructor will expect a notebook or case containing laboratory material and such notes from lectures, reading, etc., as are likely to be of immediate help in teaching pupils of high school age. This should be handed in at the end of the course. It will of course be returned to the student.

SOME NEW IDEAS FOR HIGH SCHOOL LATIN TEACHERS

*An address by DR. LILLIAN LAWLER, delivered before the
Classical Association of Kansas and Western
Missouri*

We live in such a quickly-moving day and age that all about us there are new ideas. It seems, in fact, as if we are scarcely the same people, with the same civilization, that we were 20 years ago. Our attitudes are different, our outlook is different, our manner of taking hold of things is different. Small wonder, then, that even in the time-honored field of the teaching of Latin things have undergone a change. The ordinary, every-day man who pays the taxes which support our schools has taken a definite stand: he views askance any subject which is purely cultural, and he has made it very clear that he will give unquestioned support only to courses which are "practical." A very serious matter this is and one which cannot be handled either by blustering about it, disregarding it, or trying to laugh it off. No matter how it may go against our own personal inclinations, no matter how disagreeable some of us may consider it to be, the fact remains that if we desire to have our subject retained in the curriculum of the public schools at all, we *must* pay some attention to the practical side of it.

When the same challenge came to the high school Greek teachers not so long ago, they chose not to consider the practical side of their subject, and Greek very promptly disappeared from the high school course in general. If we really want to give the young people of tomorrow any opportunity at all of making the acquaintance of the ancient classics which we esteem so highly ourselves, we must not scorn the practical side of Latin. Latin can be a very practical subject, and at the same time an excellent cultural one. If we blind ourselves to that fact, we invite annihilation. All over the country, where high school teachers are facing the new situation calmly and adjusting their methods to meet the demands of modern times, high school Latin classes are increasing by leaps and bounds; on the other hand, where high school teachers are standing firmly, refusing to budge an inch, enrollment is falling off, and Latin is being dropped from the high schools. Perhaps many of you would prefer (personally, I should not) that Latin should vanish from the schools altogether rather than that these newer ideas of method be admitted, for that seems to be the alternative, as things are going; much as we might like to do so, we cannot go back to nineteenth century ways of teaching Latin, for we are in a different period of civilization now. It would really be a tragedy if there were to be no Latin at all for the youth of that civilization, merely because of the unyielding conservatism of those of us who love Latin best.

It is highly probable that by now Latin would already be well on the same road as that by which high school Greek vanished, if it had not been for the Classical Investigation, in the Report of which in 1924 were set forth and recommended for general use what were to the majority of Latin teachers new ideas in Latin teaching—for though practically all of those ideas had been used or advocated before, by small numbers of Latin teachers, most of them had never been given a country-wide trial. That Report is, or should be, perfectly familiar to every Latin teacher. Not every statement in it has been generally accepted of course—that was not to be expected. Nor is it a finished thing—testing along the lines which it indicates is still going on. Yet it undoubtedly was a step in the right direction, and thousands of strong, experienced Latin teachers the country over agree that in general the recommendations which it embodies are sound. As a result, all the new Latin books, and practically all of the recent state courses of study, are based upon it, and it has to a great extent revolutionized the teaching of Latin in the five years since it was published.

But it is not of the Classical Investigation primarily that I wish to speak this afternoon, but rather of a few scattered ideas on the teaching of Latin in general which seem to be gaining ground just now. Some of these ideas, as you will see, are outgrowths of the Investigation Report, others are not. They are rather heterogeneous, and I have put them together without much in the way of logical connection.

I am going to divide them categorically into two groups—bad ideas and good ideas. For it is true, unfortunately, that all too many of our Latin teachers have seized upon certain courses of thought and action that make the rest of us shake our heads in dismay. Let me, then, touch upon some of these "bad ideas" first, and get them out of the way before we come to the more pleasant subject of the "good ideas."

The first "bad idea" that occurs to me is the one that seems to be sweeping the middle western part of our country just now—viz., that anybody can teach Latin, provided he has had as much, or nearly as much of it as he will be expected to teach. As a result, in my capacity as director of the Kansas Service Bureau for Latin Teachers,* I am receiving each year a large number of letters reading about as follows: "I am teaching first and second year Latin. I have had just two years of Latin myself. Can you send me anything that will help me?" The only thing that can be done, in such cases, of course, is to send the unfortunate teacher a list of our material, together with a schedule of correspondence and summer courses in Latin. To be perfectly honest with him, I should tell him that nothing can be done for him until he studies Latin for several more years—or, as a respected colleague of mine puts it bluntly, "learn some more Latin, or get out!" A language, and especially Latin, is not like history, which can be "read up," or English, in which the teacher has had some work practically all of his school life. Latin requires definite knowledge of the definite facts of a complicated language, of Roman life, Roman history, and Roman civilization, and of the difficult science of word derivation. If Latin is taught by a person who does not know much about it himself, the money of the school district is absolutely wasted. How this particular "bad idea" arose, and why it has grown so in recent years in this part of the country, I do not know. In any case, it is a wrong idea, and must be corrected before Latin in many of the schools of this part of the country can be ranked as being even reasonably well taught.

*Dr. Lawler is now a member of the faculty of Hunter College, New York City.

The second "bad idea," I believe, grows out of the first. It is the belief held by some teachers that the so-called interest devices can take the place of hard work in the teaching and learning of Latin. Often I receive "enthusiastic" letters from teachers telling me how Latin had been so dull and uninteresting in the town, and how they "made it alive" by dispensing with hard, inexorable drill, and using much of the class time for dressing dolls as Romans, making charts, etc. It usually develops, farther down in the letter, that the teacher in each case has had very little Latin herself. Upon this particular "bad idea" I feel very strongly. Nobody is more interested in *good* interest devices than I am—i.e., so-called interest devices that are really just unusual and interesting ways of teaching the facts of Latin and of Roman life. Nor do I include among "bad" interest devices the systematic teaching of Roman life and civilization, which has a definite place in Latin teaching. I am speaking particularly of spectacular devices of little or no teaching value. *These cannot take the place of real work in Latin*; that point is very clearly brought out in the Investigation Report, and is recognized as fundamental by every good Latin teacher. If the teacher knows and enjoys Latin himself, his class is seldom dull, even though he requires exact results. But if Latin is taught and learned in a slovenly way, with the deficiencies salved over with an indiscriminate use of interest devices, most of the values inherent in Latin are lost, and the pupil might better have had a course in carpentering. Genuine, unrelenting drill is absolutely necessary for Latin. One may administer it in interesting ways, to be sure, but it must be drill, and it must result in well-nigh perfect recognition of Latin forms and constructions by the pupil. After the lesson of the day is over and well-learned, then a non-teaching game or "stunt" may occasionally be used. But all too often such things are used by weak teachers and weaker students as an avenue of escape from genuine work. We must remember that the Classical Investigation Report cut down materially the number of things to be taught in each of the first two years, so that we might teach what we do teach more thoroughly. If we "side-step" even these few things, we are failures as Latin teachers.

The third "bad idea," also grows out of a misunderstanding of the Classical Investigation Report. It is the belief that we need not bother any longer to teach the subjunctive thoroughly. The Report recommended that it be not taught during the first year of Latin, and the new Latin texts for the first year omit it. As a result, one finds high school graduates with four years of Latin to their credit who never have studied it systematically. The subjunctive is, of course, of inestimable importance in the reading of Latin. Personally, I have always disagreed with the compilers of the Report on this question, and have felt that a phase of Latin so important should be introduced as early as possible. This is just a personal opinion, however. I am quite willing to defer to the experienced and successful high school teachers all over the country who repeatedly give it as their opinion, when they are consulted, that the place for the subjunctive is not in the first year of Latin. In any case, the subjunctive should be taught thoroughly somewhere in the high school course, if not in the first year, then certainly in the first semester of the second year.

The fourth "bad idea" is that systematic work in derivatives, now required of the Latin teacher, can be done without long and careful study. I assure you that it cannot. How often I have heard Latin teachers accept *patriot* as a derivative of *patria*, *middle* from *medius*, *isle* from *insula*, *advance* from *ad*, *suppose* and

other *-pose* words from *pono*, *education* from *ducere*, *person* from *sono*, *sincere* from *sine*, and a thousand others just as bad! Before one dares to teach so complicated and elaborate a science as that of etymology, he should either take a course in it or else study it as well as he can himself. I shall be glad to send a list of references to any person who is interested. He should acquire a thorough knowledge of the Latin prefixes and suffixes and their changes in English, and of such rules as that governing vowel weakening in Latin and in English. Then, he should take from some current magazine a non-technical article of about 5000 running words, and look up every word in it, in the largest dictionary he can find—the Oxford New English Dictionary, if it is available. A long, stern discipline this; but he will find that he has just about 500 different words, and if he takes odd moments during several weeks to search, he will find that the work does not get tiresome. I have looked up thousands upon thousands of words in this way, and I feel that no other studies of etymology that I have made have been quite so valuable as this. Furthermore, I believe it to be a good plan for the teacher untrained in etymology to adopt the attitude of a fellow-searcher with the pupils, and to say freely upon occasion, "I don't know that, John. Will you come to the dictionary and look it up?" One cannot "bluff" in etymology. It is better to keep a dictionary on the desk.

And now let us come to a happier phase of the subject—the *good* ideas that have arisen in very recent years.

Of these, one that has interested me a great deal is the question of meeting varying ability among the pupils in the Latin classes by adapting the work so that the better pupils may go more rapidly, the duller pupils more slowly and thoroughly. Elsewhere I have summarized the various methods which have been evolved for doing this. Here let me mention merely the names of some of the methods being used by Latin teachers to solve this problem—the Dalton plan, the Winnetka plan, the sectionizing method, the contract method, the problem method, the laboratory method, the grouping method, and miscellaneous devices.

A second new idea is that we must teach Latin as a language, not as a puzzling collection of hard constructions. Instead of telling the pupil to "look for the verb, then for the subject," etc. by the old "pick and peck" method, teachers now tell him to look at each word as it comes, and train him to get the thought word by word, as in any other language. They remind him that the Romans did not shout to Cicero, as he was delivering an oration in Senate or law-court, "Hold on until I find your verb!" but acquired the meaning gradually as he spoke. They teach the pupil from the beginning to read Latin in this way, and each day they have him translate a great deal of Latin rapidly at sight, for they realize that that is the only way in which to train him in proper habits of translation, and to enable him to read Latin freely and with enjoyment. In translation courses, at least half of the period should be devoted to translation at sight, using either the same author as the class is reading for assigned work, or another. It is truly gratifying to notice how the students grow in ability to get the meaning quickly and easily. And in all examinations, in translation courses, the passages for formal translation, if any are given at all, should be either wholly or in part passages for sight translation; for it is ability to read Latin that we are testing, not merely memory.

Akin to this idea is a third—that if Latin was a language, we ought to speak a little of it in class. Few of us would care to use the direct method entirely perhaps (though many Latin teachers do), since Latin in its ancient form is no longer a spoken language, and

since such a method rules out deliberately our very important work in English derivation. Still, some easy conversation two or three times a week is excellent, and the pupils like it immensely. Most of the new books give material for these conversations, and the teacher can fill in with a little more. Incidentally, this new urge towards speaking Latin is helping to correct some of the barbarous Latin pronunciation that we used to hear. Some of the worst terrors used to be in connection with: *post, quod, ut, amare, Mars, amans, Sicilia, Vercingetorix, urbs, abs, condicionis, venio and veni, video and vidi*, etc. Akin to these are the errors in accent which we used to hear. Fortunately, *perfi'ci, conti'net, stella', stellae', and amo', amas', amat', etc.*, are fast disappearing, forever, we hope!

A fourth good idea is that we should really and truthfully answer the pupils' frequent "Why?" occasionally. Why is the nominative of *honor* often spelled *honos*? Why is *gestus* the last principal part of *gero*? Why is the perfect of *mitto*, *misi*? Why does *facio* become *fecio*, in *conficio* etc.? There are reasons for all of these things, most of them within the comprehension of high school pupils; and an understanding of a few such principles often helps the pupil with both English and Latin. The teacher who wishes to learn more about them should read a good book on historical Latin grammar, or should enroll for a course in the subject during some summer term. The same sort of question is asked frequently regarding the Romance languages. How did the various forms arise from the Latin? Here a book on vulgar and late Latin will help the Latin teacher immensely. Now, please note that I am not here advocating the giving of a course in early and late Latin in high school; my point is solely that a well-prepared Latin teacher might well be familiar with some of these facts, and might explain a few of the simpler ones briefly on occasion, in response to questions from the pupils.

A fifth good idea is that we should never get into a rut in our teaching. It is a good idea to plan to start each day's recitation just a little differently. One day the pupils enter to find slips on their desks, face down. Each contains a task, "Go to the board and decline *servus*," "Open your book to page 28, and translate on paper the supplementary exercises," "Decline on this paper the Latin word for *table*," etc. Another day the pupils enter to see a Latin motto on the board, and the first three minutes are devoted to an explanation of it. Another day the teacher opens the class with a rapid-fire oral drill with flash-cards. Another day a large picture hangs on the wall, and the period is begun with five minutes of Latin conversation about it. Please notice that I here advocate no useless interest devices, but merely variety in lesson plans. In third and fourth year Latin, new authors should be read each year, or, at least, new works of the same author. Why read the same thing year in and year out? Latin literature is rich in available material. No teacher should ever teach the same course twice in exactly the same way. As Professor Carr says, "Something new is always better, even if it isn't quite so good!" Such variety will take thought and planning, but it will keep the teacher mentally young, and the pupils alert and quick.

A sixth good idea is that we must definitely "teach the pictures" and stories in our texts, for a real part of our course of study is now the imparting of facts about Roman civilization and about the relation of that civilization to us. Such facts, of course, together with sight-reading and derivative work, should form a fair share of every examination given to a Latin class.

A seventh good idea is that we should use objective tests freely. The Latin teacher now has available a

long list of excellent tests, many of them standardized. Two very good sets came out just a few months ago.

An eighth good idea is that of coöperation with the various Service Bureaus for Latin Teachers. Just as the Latin teacher now turns involuntarily either to the national Service Bureau at Teachers' College, New York, or to the Service Bureau of his own state when he needs material of any sort, so more and more Latin teachers are coming to *contribute* to the Service Bureaus ideas, devices, and material that they have evolved for their own classes. This material is made available for all Latin teachers within the sphere of influence of the Bureau to which it is contributed, and bears the sender's name wherever it goes.

These, then, are just a few of the new ideas that are in the heads of Latin teachers today. May the good ones flourish and the bad ones perish!

A WORTH-WHILE SUGGESTION

Junior High School teachers of Latin should not fail to read pages 62-68 in the October issue of the *Classical Journal*, and 161-169 in the November number. They are filled with interesting matter. This publication doubtless reaches the readers of *LATIN NOTES* each month. At least it is hard to imagine any professionally-minded teacher of the Classics getting on without it. The Secretary is W. L. Carr, University of Michigan, Ann Arbor.

CUPS FOR PROFICIENCY IN COLLEGE BOARD LATIN EXAMINATIONS

The Latin Conference of the Private School Teachers Association of Philadelphia has this year instituted a perennial award of two cups for high marks in College Entrance Examination Board Latin examinations taken in June. One cup is awarded for the highest mark in Cp2 (two-year) Latin; the other for the highest mark in any of the other three examinations—Cp3, Cp4, or CpH. Twenty-one schools are competing for the awards.

The high marks which were sent in by school after school indicate the high quality of the training which is being given by the teachers of this vicinity. The two-year cup was won by the Haverford School with a mark of 95. The advanced Latin cup was won by the Baldwin School with a mark of 94 in CpH (Latin Poetry).

JOHN F. GUMMERE, Chairman
William Penn Charter School,
Germantown, Philadelphia

SUMMARIES OF THE TWELVE BOOKS OF THE AENEID

Interesting ten-line summaries of each of the twelve books of the Aeneid are to be found at the beginning of the Teubner edition of the Latin Anthology (edited by Buecheler and Riese, Leipzig, 1894).

At this time of year many teachers of Vergil will probably welcome the following summaries of books one and two, taken from the above-named source:

I

Aeneas primo Libycis adpellitur oris. —

Vir magnus bello, nulli pietate secundus
Aeneas odiis Iunonis pressus iniquae
Italiam quaerens Siculis erravit in undis.
Iactatus tandem Libyae pervenit ad oras

- 5 Ignarusque loci, fido comitatus Achate
Indicio matris regnum cognovit Elissae,
Quin etiam nebula saeptus pervenit ad urbem
Abreptosque undis socios cum classe recepit.
Hospitioque usus Didus per cuncta benignae
10 Excidium Troiae iussus narrare parabat.

In the first line the manuscripts read *Libyes* which is better changed to *Libycis* for practical purposes. *Libyes* is a Greek Genitive. *Didus* in line 9 is another form for the Genitive of *Dido*. (It is Greek.)

II

Funera Dardaniae narrat fletusque secundo.

- Conticuere omnes, tum sic fortissimus heros
Fata recensebat patriae casusque suorum:
Fallaces Graios simulataque dona Minervae,
Laucontis poenam et laxantem claustra Sinonem,
5 Somnum, quo monitus acceperit Hectoris atri,
Iam flammæ caeli, Troium patriæque ruinas
Et regis Priami fatum miserabile semper
Impositumque patrem collo dextraque prehensum
Ascanium, frustra a tergo comitante Creusa;
10 Ereptam hanc fato, socios in monte receptos.

There is another reading for *Laucontis* in the MSS—*Laocoontis*.

JOHN F. GUMMERE

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Philadelphia, Pa.

VERGIL CONTRIBUTIONS ON FILE

It is a pleasure to report that the response to requests for plays, as well as poems, pageants, and programs based upon Vergil have been generous. Of course, the SERVICE BUREAU has not been able to publish nearly all of them, but those written by adults are kept in a file or on the Exhibit Table where they may be read by the many visitors who come to gather ideas and suggestions for Vergil programs.

Since one of the desirable results of the Vergilian Celebration is the increased interest of boys and girls in the works of this poet, literary productions of pupils along various lines are to be encouraged. A Scrap-book has just been started at the SERVICE BUREAU entitled "Vergilian Contributions from High School Pupils." It contains at present, poems, plays, essays, and some material of a miscellaneous nature. The authors' names attached are: Gillespie S. Evans, Hughes High School, Cincinnati, Ohio; Leona La France, High School, Troy, N. Y.; Clayton Somers, Berkeley High School, Berkeley, California; Ruth Adams, Perry High School, Pittsburgh, Penna.; Alice Hickey, University High School, Minneapolis, Minnesota; Agnes Fisher, High School, Butler, New Jersey; Anna Cannon, High School, Berwick, Penna.; two pupils, Horace Mann School for Girls, Teachers College, New York; Hildegard D. Fitzgerald, High School, Dunkirk, New York; a pupil in High School, Lansdowne, Penna. (also Helen L. Weber, B. Reily, and Martha Carswell); Gladys Smith, Brinkley High School, Brinkley, Arkansas; Martha McGahan, East High School, Cleveland, Ohio; Harry Mezey, Manual Training High School, Brooklyn, New York; Ruth Barnes, High School, New Bedford, Massachusetts.

An illustration of what a pupil has contributed from another field appears in this issue of the NOTES under the heading "As It Seemed to an Helvetian Child."

VERGILIAN ANNOUNCEMENTS

The Vergilian Cruise announced by the Bureau of University Travel last spring has received so many applications for membership therein that it has been necessary to run the cruise in two sections. Both cruises will be exactly alike and the personnel of the faculty changed as little as possible. Full announcement of dates and faculties will be given in the next number of LATIN NOTES.

R. V. D. MAGOFFIN

Perhaps the fine idea suggested below may be carried out elsewhere.

The following talks on Vergil by Professor Evan T. Sage are given over KDKA from the University of Pittsburgh Studio, at 5.40 p.m. Oct. 15, and at 6.00 p.m. thereafter:

- October 15, "Virgil and the World He Lived In"
October 22, "Virgil, the Spokesman of the Augustan Age"
October 29, "The Early Poetry of Virgil"
November 5, "The Georgics"
November 12, "The Aeneid"
November 19, "Vergil as a Prophet of Christianity"
November 26, "Vergil and Dante"
December 3, "Vergil and the Twentieth Century"

Will those persons who are giving similar talks kindly communicate with Professor Rollin Tanner of New York University, University Heights, New York City?

PICTURES IN THE CLASSROOM

Quotation from a letter to the SERVICE BUREAU

I don't know whether this will interest you or not, but it has given me much satisfaction. When I came here, our building was new, and while the room was lovely, it was bare and without a picture. So in each section we took a free-will offering, anything one wished to give, and collected enough to buy a large picture. Each section elected one member of the committee to select the picture. Then all the students were urged to make suggestions to their representative, and we placed on the Bulletin Board copies, if possible, of those suggested. The first year the children chose the restored "Domus Corneli Rufi." It isn't so artistic perhaps, but it has been valuable in our study of home life. Early last year pupils asked if we couldn't get another picture and then chose a copy of the "Aurora" in colors. This year we decided on statuary, the "Winged Nike of Samothrace." The children are very proud of them, and you would be surprised to know how their interest in pictures and statuary has been stimulated. They are always bringing in pictures now, and this year one girl's mother let her bring in about thirty enlarged photographs of scenes in ancient and modern Rome and then had six framed which she presented to us. We have the prettiest room in the building, if I do say so. With the posters and projects and bulletin board material there is always much of interest to look at, and environment *does* count. One of our poorest sections reports in my room for roll at noon. Those pupils do not take Latin, but they do not miss much of what is to be seen. One little girl said one day, "Oh, I just love to come into this room! It is so pretty and there are so many interesting things to look at."

ELSIE E. KOPPLIN,
Appleton, Wisconsin

AN EXHIBIT OF LATIN PROJECTS

Quotation from a letter to the SERVICE BUREAU

"I wish you might have seen our splendid exhibit of projects from the Latin Department which occupied a large window in a downtown drug store for an entire

week last spring and was viewed by hundreds of people. The druggist said that the space around the window was crowded nearly all the week. The school has absolutely no material or equipment for that type of work, and the result was the more wonderful in that the students did their projects absolutely without aid and mainly without suggestion."

AS IT SEEMED TO AN HELVETIAN CHILD

A paper turned in by ROSE ABRAMS to a Latin teacher who had made the following request of a Caesar class which had just finished the first part of Book I:

"Humanize the account of the Helvetian migration; there are many stories between the lines. Tell one of them, or perhaps retell the tale from the Helvetian point of view instead of from that of a Roman."

Contributed by SUSAN SHENNAN, Instructor in the High School, New Bedford, Mass.

Cornelia, a little Helvetian girl, was standing near her very busy mother, and watching her gather together almost everything in the house. This had been going on for a long time, and Cornelia did not understand why. When she had asked her mother for information on this subject, she had been told that they were about to go to a new land, a land full of wonderful things, where there would be plenty to eat and where life would be very pleasant.

Then one day Cornelia saw some people preparing to burn their homes and some of their possessions. Frightened, she ran home and told her mother about this. Her mother, however, instead of being alarmed and amazed as Cornelia had expected her to be, told her that everything was all right and that this would be done to the whole village. Not long after this the whole village was burned down, and what had once been a growing town was now a section of burned homes and devastated fields.

And so they started out for this new land of wonders. There were days and nights of weary travel, of marching, marching, marching; a big army followed by a great number of women, children, and old men. Things went on like this for quite a while, when one day there was a big fight. Cornelia, dazed and frightened by the noise and confusion about her, did not understand much of what was happening, but by listening gathered that their army, in which her father and brothers were fighting, was engaged in a terrific battle with the Romans who were headed by a man named Caesar.

There was great excitement among the people. Everywhere Cornelia went, she heard the words, "conquered," "retreat," "surrender." The people went around with heavy hearts, women crying, and soldiers passing by with drooping heads and looks of discouragement on their faces. Her mother seemed to be tired, oh, so tired, and when Cornelia anxiously inquired the cause of this, she said to her, "We are conquered. Hope is gone. We must go back from where we came." And she sighed, and turned to console a woman whose two sons had both been killed during a fierce battle with Caesar.

There was a lapse of several days during which the Helvetians turned over all their arms and hostages to Caesar. Then, with a supply of grain furnished by Caesar, they began the tiresome and weary journey back home, Cornelia going with all the rest, and still wondering exactly what it was all about.

CLASS USE OF "GREEK IN ENGLISH"

By F. P. DONNELLY, S.J. *Published by the AMERICAN CLASSICAL LEAGUE, New York University, New York City*

INTRODUCTORY NOTE.—"Greek in English" is an article made up almost entirely of English words derived from the Greek. It makes sense, and in a lively fashion Greek begs for its existence. There is also on the article itself a brief note.

1. Underscore and number the derivatives as the Greek originals are met with in the Greek Text used in class. (V.G. *peri* (1) *od* (2).)

2. Teacher may dictate the Greek words which have a number of derivatives, as *archo* (9); *lego* (10); *ballo* (5); *grapho* (10); *tithemi* (5) and ask the students to find the derivatives and group them under the root-word. Preposition compounds may be treated in the same way.

3. A definite number of derivatives may be assigned for a given time, say 50 or 100 for a month, and be shown to teacher for examination.

4. Contests may be had between two or three or more sections of the class, matching derivatives or asking Greek originals, etc.

5. One section may be assigned a given number of lines and another section the same number of lines elsewhere to determine which section would have the larger number of derivatives in the lines of the paper or the larger number of originals in the lines of the Greek text.

6. Etymology of words will be found in any large dictionary, Webster, Century, Standard, or Skeat's Etymological Dictionary, etc. Smaller dictionaries also give etymologies. Students should give their authority if derivation is questioned.

7. After some time is given to derivation in class, the students should be encouraged privately to mark derivatives.

CATO'S IDEA OF THE DUTIES OF THE HOUSEKEEPER

Translated by "A Virginia Farmer" in a book entitled *Roman Farm Management*, published by The Macmillan Company in 1913. (Now out of print.)

The overseer should be responsible for the duties of the housekeeper. If the master has given her to you for a wife, you should be satisfied with her, and she should respect you. Require that she be not given to wasteful habits; that she does not gossip with the neighbours and other women. She should not receive visitors either in the kitchen or in her own quarters. She should not go out to parties, nor should she gad about. She should not practise religious observances, nor should she ask others to do so for her without the permission of the master or the mistress. Remember that the master practices religion for the entire household. She should be neat in appearance and should keep the house swept and garnished. Every night before she goes to bed she should see that the hearth is swept and clean. On the Kalends, the Ides, the Nones, and on all feast days, she should hang a garland over the hearth. On those days also she should pray fervently to the household gods. She should take care that she has food cooked for you and for the hands. She should have plenty of chickens and an abundance of eggs. She should diligently put up all kinds of preserves every year.

—*De Agricultura*, CXLIII

BOOKS AND MAGAZINES

The Editorial Department of the magazine known as *Boys' Life* at 2 Park Avenue, New York, announces a series of three Roman stories by Paul Anderson which "will appear in the autumn of 1929." The first has appeared in the November issue. It is entitled, "Rivals in Courage." Price of each issue of *Boys' Life* is 20 cents. Issues of February, 1929, March and April, 1928, contained stories with a classical background. Readers are advised, however, that no large stock of these numbers is on hand. But town libraries may have them on file.

The publishers of the new edition of *The Metrical Licenses of Vergil*, Scott, Foresman & Co., Chicago, announce that the price of the book is \$1.00.

A letter from Charles Scribner's Sons, New York City, runs as follows: "We have decided to have a special edition of Ballard's translation of the Aeneid for the Vergilian Celebration. You have persuaded me that this is a celebration that is going to be worth while and we certainly want to be a part of it." EDITOR'S NOTE: This is a sample of the way in which leading publishers are responding to the movement in which classicists are so deeply interested.

Review of Miss Nitchie's Anthology, *Master Vergil*

"In honor of the Vergil bimillennium, D.C. Heath and Company announce for publication early in the new year an anthology of English and American poems in praise of Vergil, beginning with Chaucer and even including recent periodical verse. The collection, which will bear the title *Master Vergil*, has been compiled by Miss Elizabeth Nitchie, associate professor of English in Goucher College. It is the plan of the publishers to make the format appropriate to the distinguished poets represented in its pages.

Among the selections will be Tennyson's *To Vergil*, written at the request of Mantua on the nineteen hundredth anniversary of the poet's death; selections from Gavin Douglas, Ben Jonson, Christopher Marlowe, Wordsworth, and Arnold. The collection does not stop, however, with the poetic tributes of other days. Among the moderns are William Ellery Leonard, Babette Deutsch, and John H. Finley.

The collection is divided into five parts, to include tributes to Vergil as a poet, medieval narratives about Vergil the magician, poems showing the influence of the *Aeneid*, and poems showing the influence of the *Georgics* and the *Eclogues*.

Miss Nitchie prefaces the anthology with an appreciation, in which she also describes briefly the various conceptions that English-writing poets as well as others had of him. Her little essay carries with it special authority, since she is also the author of *Vergil and the English Poets* (Columbia University Press, 1919), a more elaborate study of the Vergilian influence in English literature. This is now unfortunately out of print."

Sent by D. C. Heath and Company, Boston, Mass.

A Query Regarding a Possible Publication

Will those who are going to join the Vergilian Cruise next summer be interested in buying a book entitled *Classical Associations of Places in Greece and Sicily*, the price not to exceed \$3.00? A Greek professor at

Hunter College, New York City, has the manuscript well on its way. But before bringing the material to the attention of publishers, it has been thought desirable to discover the approximate number of persons who may want to buy a book containing the original Greek on one page with the translation opposite. Does "reading on the spot" attract the classically-trained traveler? The SERVICE BUREAU awaits your reply.

Attention is called to the *Junior-Senior High School Clearing House*, a journal issued under the editorial direction of the Department of Secondary Education, New York University. Subscription, \$2.50 for the ten issues.

A delightful small book entitled *Pompeii* has just been received by the SERVICE BUREAU FOR CLASSICAL TEACHERS. The author is Dr. Tatiana Warsher, Via Sardegna, 79, Rome (25).

MATERIAL FOR DISTRIBUTION

I. In Mimeographed Form

This material is lent to teachers upon payment of postage, or is sold for five cents per item unless otherwise indicated. The numbering is continued from the October issue of LATIN NOTES. Leaflets I-II, III, IV, and V containing a complete list of material available for distribution at the beginning of the school year may be secured free of charge.

- 382. Saturnalia—a Latin play. Taken from Ullman and Henry's Elementary Latin.
- 383. Juno tries to change the decrees of Fate—a one-act playlet based upon an episode in Vergil's Aeneid. By LA MONT MOORE, Annapolis, Md.
- 384. Greek proper names in the first six books of Vergil's Aeneid listed, with sample declension.

II. Latin Notes Supplements

- 44. A Vergilian Fantasy. By MRS. MARY WEBSTER KRAEMER, San Diego, California. 10 cents.

The 44 Supplements now in stock may be secured as single issues. Titles are printed in the five Leaflets which contain the list of material available for circulation by the SERVICE BUREAU.

III. Bulletins

For titles of numbers I-XI, see previous issues of the NOTES or Leaflets I-V.

- XII. The Latin Club. By DR. LILLIAN LAWLER, Hunter College, New York City. Price, 45 cents.
- XIII. Latin in the Junior High School. Prepared by a Committee in collaboration with the SERVICE BUREAU. Price \$1.00 for single copies; 75 cents each for 5 or more.
- XIV. Dido and Aeneas—a Pageant. Presented in April, 1929, by Latin pupils in the Hughes High School, Cincinnati. Prepared by ERNA KRUCKEMEYER, Department of English, largely assisted by JULIA BENTLEY, Department of Latin. Contributed to the SERVICE BUREAU FOR CLASSICAL TEACHERS. Price, 35 cents.